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ABSTRACT

This guide, which is addressed to community-based organizations desiring to start or expand existing adult literacy programs, deals with recruiting and training volunteer literacy tutors. Outlined in the guide are strategies for expanding community outreach efforts (identifying who needs help and where help is typically obtained, learning from successful literacy helping networks, and viewing literacy as a social activity); recruiting literacy helpers (using grassroots outreach and other publicity methods); and presenting a literacy helper workshop (defining the purpose of the workshop and the role of the facilitator, working out the logistics of the workshop, and selecting the content of the workshop). Workshop materials for addressing the following goals are provided: increasing awareness of literacy intervention strategies, expanding understanding of illiteracy, developing a support network for helpers, and linking up with tutor training. Lists of objectives, exercises, and instructor scripts are provided to help facilitators cover each of the four workshop goals. An annotated list of resources concludes the guide. (MN)

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LITERACY OUTREACH: THE COMMUNITY LINK
A Guide to Working with Literacy Helpers

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PREFACE

If you represent an established literacy training program concerned about expanding your outreach and services or a community-based organization interested in addressing the illiteracy problems of your constituents, this guide is for you.

The guide is written to assist program planners and coordinators to increase the scope of their outreach. It describes a program outreach and development strategy that reaches into communities and recruits as tutors individuals who are already helping adult illiterates with literacy-related tasks on a regular but informal basis. By tapping into this natural resource, this helper outreach strategy can involve large numbers of tutors and students who would not be likely to participate in literacy training. The outreach and program development strategy described here is not a substitute or alternative for literacy training methods currently in use. It is designed to be used by existing literacy programs as well as by organizations interested in establishing new programs.

Growing out of years of indepth field research on adult functional literacy, the guide discusses the nature of literacy helping networks, widely developed in most communities, and the potential of training literacy helpers to become tutors. It provides ideas for recruiting these helpers and outlines a pre-training workshop which builds on helpers' latent expertise and prepares them for an expanded helping-tutoring role with their illiterate friends and neighbors. Finally, it describes volunteer literacy tutor training resources.

For literacy training providers (such as Laubach Literacy Action and Literacy Volunteers of America and their affiliates or community college adult education departments), this helper outreach strategy offers the community link necessary to successfully serve those hardest-to-reach segments of the adult illiterate population.

For community-based organizations (such as local churches, community centers, fraternal organizations, community action agencies, civic clubs or trade unions) who want to address the literacy needs of their constituencies, this strategy offers a compatible vehicle for establishing an effective, community-controlled literacy training project.

The ideas in this guide are based on a long-term comparative study of adult literacy development conducted by Reder and Green in three communities: (1) an Eskimo fishing village in Alaska, (2) a community of Hmong immigrants on the West Coast, and (3) a Hispanic community in the migrant stream on the West Coast. For further discussion of the research and its implications for adult literacy education, see Stephen Reder and Karen Reed Green, Comparative Studies in Adult Literacy Development: Some Theoretical and Programmatic Implications, (Portland, OR: Northwest Regional Educational Laboratory, 1985), and Stephen Reder and Karen Reed Green, "Contrasting Patterns of Literacy in an Alaska Fishing Village," International Journal of the Sociology of Language, 42 (1983), pp. 9-39.

THE OUTREACH STRATEGY

The Illiteracy Problem

Despite tireless and well-designed efforts by many literacy training programs, adult functional illiteracy continues to loom as a problem of great social and economic magnitude for this nation. Estimates vary on the extent of illiteracy in this country, but it is frequently reported that 23-27 million American adults are functionally illiterate and another 45 million may have only marginal basic skills. Not only are these adults among the least capable, they are also the hardest to serve through educational programs.

Illiteracy takes its toll, on individuals' participation in the benefits of a literate society and also on the nation's productivity. Educationally disadvantaged adults become overrepresented among the poor, the unemployed and the welfare dependent. For example, although people with less than a high school education represented only 24 percent of the civilian labor force in 1980, they numbered 42 percent of all unemployed workers.

Adult Illiterates -- Who Are They?

Illiteracy cuts across all ethnic and socioeconomic groups, across age and sex distinctions. Successful businessmen may be functionally illiterate, as may welfare mothers; professional basketball heroes and church elders alike may have difficulty reading. Men and women of all ages and races may be functionally illiterate. However, some groups experience a higher rate of illiteracy than others. For example, the estimated percentage of functional illiteracy among senior citizens is higher than among other age groups; and the percentage of blacks and Hispanics who are estimated to be illiterate is approximately 3-4 times the estimated percentage for whites.

Where Do They Get Help?

The startling statistics on the millions of Americans who are functionally illiterate cause one to wonder how such people survive in this highly literate society. Relatively few seek formal training in literacy programs or Adult Basic Education; less than 5 percent are served by existing programs. The reasons for this lack of participation in formal programs are many, including: reluctance to admit to being illiterate (to avoid of the stigma attached to illiteracy); negative experience with formal schooling in the past; perceived irrelevance of courses to immediate individual needs; lack of child care or transportation; lack of time or inconvenient class schedules; inappropriate teaching methods or materials. Whatever the reason for not participating in training, the vast majority of functional illiterates apparently find other ways to cope.

Most illiterates know enough about the functions of literacy in our society to know when they need to use it. If they are concerned about the stigma of illiteracy -- about being "found out," they may have developed ingenious ways to avoid having to display their lack of literacy skills. Survival strategies abound, from relatively simple devices such as carrying a slip of paper with one's address written on it to more elaborate, sophisticated means such as using a tape recorder to dictate business notes which will later be transcribed by a subordinate, but more literate, employee.

Most illiterates have developed social networks that provide them with the assistance necessary to accomplish the literacy task at hand. Through close examination of the daily lives of adults with limited literacy skills, we became aware of the important role that informal literacy helpers play. These literacy helping networks may be an appropriate point for intervention to help individuals who want to improve their literacy skills, but who might otherwise never participate in a formal instructional program.

Literacy Helping Networks: Some Examples

Literacy helping networks take numerous forms and serve a variety of purposes. They range from totally informal and virtually unacknowledged relationships (such as when a parent receives help from a child) to nearly institutionalized, patron-client relationships (such as when an agency outreach worker helps a client fill out a form). Helpers may be family members, friends, neighbors, fellow church members, co-workers, social service agency workers, teachers, etc., and the helping relationship may exist for a very specific purpose (to study the Bible, for example, or to read the mail) or it may be all-purpose, to help deal with any written task that comes up. Individuals may have different networks for different purposes, selecting helpers with specialized skills or differing levels of trust.

> Agnes completed sixth grade, but explains that she never really liked school and she didn't pay much attention. Now in her early 60s, she has a well-developed network of literacy helpers. She relies heavily on her daughter to help her with important pieces of mail, social security forms and doctors' bills. However, Agnes is able to sort through the mail and flag things she doesn't want her daughter to see, such as a mail-order credit application for a purchase she thinks her daughter would not approve. Agnes chose to ask a new friend to help her place the order, and then saved the subsequent correspondence about the order until that friend dropped by again. She allows a neighbor with whom she has become friends to "help" her with Bible studies, but does not "bother" her with other literacy tasks, preferring to wait until her daughter visits again to respond to the mail.
>
> Irene lives in a rural area in which there is a small, but visible Hispanic community. She has long been interested in her Hispanic neighbors and over the years has become known to many

of them as a person who is willing and able to help them deal with their daily needs for reading and writing in English. Irene works part-time as an outreach worker for a local church, but spends long hours of her own time helping people with such literacy-related things as doctor's forms and prescriptions, job applications, car license renewals, traffic tickets, utility bills, and birth certificate applications. She has often remarked that she would like to be able to do more than just help as a need arises. She wants to learn how to help her friends help themselves.

Rosa is a resourceful woman in her early 30s. Although she is only marginally literate in English, she sorts the mail for her household and checks the bills for accuracy. Her husband Miguel, a budding entrepreneur, sheepishly admits he hardly set foot in school. Rosa taught him arithmetic, which he uses to keep the accounts of a band he plays in. If Rosa doesn't understand a piece of mail, she first asks her 11-year-old son. If there is still some uncertainty about it, she saves it for the next visit of her friend who is conducting research on literacy. Rosa knows she is helping her friend by sharing her life history with her and appreciates the opportunity to get some help in return.

In an Alaska fishing village, Jim's well-developed literacy skills have brought him far more than his position as village postmaster. Many times a day he is called upon to help less literate villagers fill out money orders, mail-order catalog forms and welfare and unemployment forms, in addition to reading an occasional letter or explaining the most recent government poster on the post office bulletin board. He is a trusted friend and neighbor of most villagers.

The extent of such sharing of literacy skills within social networks of illiterates and literates is far greater than is commonly realized. Frequently, an illiterate's "reader" is a family member, but trusted neighbors and friends also become literacy helpers, often without realizing the role they are playing. Dick routinely borrows Fred's tools and on occasion Fred asks Dick's advice on a letter or a credit application he's received. Sara has a new job and is delighted to have found a neighbor with a special way with kids; once in a while when Sara picks up her kids the babysitter has a question about a form her family needs to fill out and Sara is happy to help. The examples are endless.

Literacy as a Social Activity

As the existence of literacy helping networks shows, literacy is more than merely an individual activity based on a person's ability to decode and encode a written message. Rather, as practiced in daily life, literacy is a set of activities or practices exercised by individuals and groups in a variety of different ways and engaged in, to varying degrees, by literates and illiterates alike. At home, for example, family members share information by reading to each other -- letters from relatives,

excerpts from the newspaper, the latest phone bill, a bedtime story. Young children and adults who do not read participate in and enjoy these practices. Literacy very often, then, is a social activity.

From an early age, children learn who can help them with a reading or writing task. As they grow and develop their skills they may become helpers themselves -- for their younger brothers and sisters, their parents, friends or neighbors. On a variety of levels and for a variety of literacy purposes, seeking and giving help are acceptable social practices. Consulting a tax specialist, a lawyer, or a real estate broker, for example, to interpret "the fine print" and specialized jargon is common and carries with it no negative reflection on an individual's personal literacy skills. Many less formal types of helping relationships exist to deal with the demands for literacy in daily life, though their existence is not often recognized.

Classroom-based literacy training and adult education rarely builds on the social nature of literacy practice in the real world. Instead, formal teaching programs separate illiterates from the social environments which afford them a sense of identity and worth and place them in classrooms where they are expected to solve problems as individuals. Even in home tutoring, the dynamics of being tutored by a stranger evoke formal instruction expectations and anxieties. We suggest here that literacy training providers can expand their services by recognizing the value of the elaborate social structure that forms the fabric of daily life for illiterate adults.

The Outreach Strategy: Recruiting Literacy Helpers as Tutors

Informal literacy helpers constitute a vast pool of potential literacy tutors. With orientation and training, they can learn ways to convert the help they give into teaching. Established literacy training providers and community-based organizations interested in addressing the illiteracy problems of their constituents can expand their outreach and broaden the impact of their efforts considerably if they tap into this natural resource. As we will describe further below, a literacy helper is often an integral part of the adult illiterate's world and by helping that individual cope with literacy the helper already has experience of value for literacy training.

To be successful, a literacy campaign must incorporate outreach and training strategies that reach into the communities of illiterates and meet the needs that both literates and illiterates perceive so acutely in their daily lives. Recruiting literacy helpers to be tutors is one way to gain greater access to those communities and provide relevant literacy training based on first-hand knowledge of individuals' needs and interests.

This outreach strategy may have a number of different outcomes. At the least, it is a way to awaken community members to their potential for doing more than just helping someone when he or she needs to read or write something. Most helpers don't see themselves as being able to tutor or teach about literacy; they don't realize that their activities

can form the basis for tutoring. Recruitment efforts and an orientation workshop, described later in this guide, can raise their awareness of what they are already doing and what they have the potential to do.

Not all literacy helpers will want to become tutors, of course. Of those who express interest in learning more about tutoring, some may simply prefer to learn enough to help better. Others may start out gradually, teaching their friend or neighbor to deal with one particular use of literacy -- reading the phone bill, for example, or the sports score boxes, or the TV schedule. Once that is accomplished they may become more interested in taking it a step further; perhaps the illiterate partner in this helping relationship asks for help with a different literacy task. Eventually, the heretofore illiterate adult may feel ready to enroll in an adult education class. Or, in another scenario, the two partners, helper and illiterate, may decide to jump right into a full literacy training tutorial program, in which the purpose is to teach and learn the basic skills of reading and writing well enough to be able to apply them to a wide variety of daily life literacy tasks.

Figure One illustrates the relationships among literacy helpers, community-based organizations, and literacy training providers, demonstrating the stages of growth from existing helping relations to tutoring relationships. At the left of the figure, the natural illiterate-helper interaction is represented. In the center, through the collaboration of a community-based organization, the community's literacy helpers are recruited to attend a helper workshop and a helper support network is established. Through the workshop, these helpers enhance and expand their helping skills. The community-based organization may, at this stage, work with a literacy training provider (e.g., their local Laubach, Literacy Volunteers of America or other literacy volunteer organization affiliate, the community college, or some other institution providing Adult Basic Education services). Literacy training providers also inititate helper workshops and may approach community-based organizations to secure their collaboration or sponsorship. At the right of the figure, some helpers will continue their training, attending tutor training offered by one of the local providers, going on to teach basic literacy skills, rather than simply assist with reading and writing tasks.

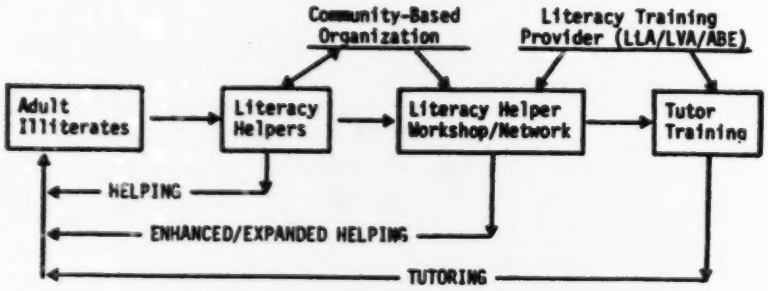

FIGURE ONE: RELATIONS OF LITERACY HELPERS, COMMUNITY-BASED ORGANIZATIONS AND LITERACY TRAINING PROVIDERS

The results of this outreach strategy can be viewed, then, on a continuum of learning: At one end the illiterate is simply getting help in a particular context and at the other he or she is learning basic skills for a relatively context-free purpose, the acquisition of skills. At best the strategy of recruiting helpers can lead directly to an increased number of active literacy tutors and adult illiterates engaged in formal literacy training. At the least, it can stimulate awareness of the literacy helping and tutoring process, and it may serve as a series of stepping stones or bridges to further literacy training. The continuum in Figure Two illustrates the helping-tutoring process, where the helper is providing assistance leading to varying degrees of independence for the illiterate.

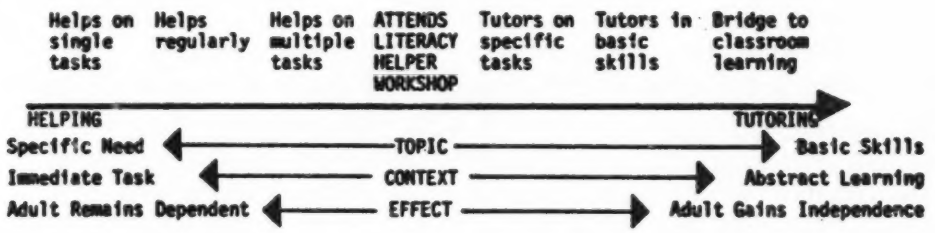

FIGURE TWO: THE HELPING-TUTORING CONTINUUM

Advantages of This Strategy

Because these pervasive helping networks occur naturally, there are many advantages to using this strategy for literacy outreach.

Natural learning contexts. Informal literacy helping relationships provide a natural context for learning. Most of us have observed this in our own homes as our preschool children learn new skills and particularly as they begin to recognize letters and words and start the process of learning to read and write. How children in these natural contexts spontaneously acquire knowledge about the uses of literacy and even the technical skills to decode and encode written messages has been the subject of considerable study.

Curiously enough, however, the fact that adults, too, can and do acquire literacy skills without formal training has received relatively little attention from researchers and educators. In our comparative research on adult literacy development, we have observed numerous instances of adults learning about new uses of literacy, or acquiring literacy skills or improving those skills through the help of other adults or even on their own. Sometimes the learner's intent is specifically to be taught; other times, it is simply to get help; and on still other occasions, it is to learn enough when getting help to be able to avoid asking for help again. Whatever the underlying motive, some literacy acquisition takes place.

Learning to read and write as an adult is not uncommon in bilingual communities in which many adults have had little opportunity to attend

formal schooling. Numerous Hmong immigrants to this country have taught themselves and each other how to read and write Hmong as a means of maintaining contacts with family members dispersed throughout the United States and the world after they fled their native Laos. Similarly, Spanish-speaking migrants have enlisted the help of a sister-in-law or a co-worker, for example, to learn enough literacy in Spanish to be able to write letters home. Mothers sometimes study along with their elementary age school children, learning to read via the homework the children bring home.

Without setting foot in a class or, in many cases, without even acknowledging a conscious desire to learn, adults add to their knowledge about the functions of literacy and increase their ability to use literacy skills. Some adults have been helped so often with filling out the same forms (job applications, for example) that they eventually learn what is expected. Others, like Ricardo, practice filling out the application with friends until they are finally able to go into the employment office in question and fill out a job application by themselves. Maria often sends registered letters to her parents in Mexico. Literate in Spanish, she does not know how to read and write in English, but insisted that her daughter teach her to fill in the registered letter form for the post office. Although she doesn't understand all of the words on the form, she now proudly fills in the necessary information herself.

Other adults are uncomfortable having to ask for help. Saul, for example, copies the spelling of numbers and carry it with him for use in writing checks. When Lola moved, she asked a neighbor to write her new return address for her on a bill she was paying. Then, before sending it off, she carefully copied it down and laboriously practiced it so that she wouldn't have to ask her neighbor again.

No need for student recruitment. As noted above, there are a number of factors which prevent literacy training programs from being able to draw new students to their classes. A major problem is the stigma attached to the state of being illiterate. Literacy campaigns are often carried out with enthusiasm to accomplish the goal of eradicating the terrible social "disease" of illiteracy. It is no wonder that most illiterate adults are reluctant to admit their "disability." Negative past experience with formal schooling, insecurity about entering an unfamiliar social setting, concerns about the relevance or utility of new literacy skills -- all these reasons (and more) may keep potential students from enrolling.

The strategy of training existing literacy helpers removes the need to expend energy and resources breaking down the barriers to student recruitment. Students are reached through their helpers. Each helper/tutor already has one or more students who sought help and made the connection with their personal helper without any outside intervention. This method of outreach increases the potential for extending literacy to a greater number of adults, especially to a greater number of those least likely to seek training on their own.

No more tutor-tutee matching. For programs based on one-on-one tutoring, the success of the learning experience often hinges upon the compatibility of student and tutor. Making the appropriate match is one

of the most difficult tasks facing program coordinators. Differences between the socioeconomic or cultural backgrounds of students and tutors are commonplace. People with well developed literacy skills and the time to spend teaching someone else have often enjoyed a higher standard of living than their students. Tutors may be interested in crossing ethnic boundaries to broaden their own horizons as they help literacy broaden those of their students, but they may not have the necessary understanding of cultural differences to make the journey possible. Too often, even the best of intentions has not helped unnatural tutor-tutee relationships withstand the pressures of these incompatibilities.

By tapping into naturally occurring literacy helping networks, outreach efforts can avoid the problem of matching. Tutor and tutee have already chosen each other and found the fit a good one.

Trust established. For the illiterate adult, being taught through his or her pre-existing helping network removes a serious concern: deciding whom to trust with personal information. Illiterates are well aware that their lack of literacy skills makes their lives less private. Whoever reads their mail for them will know about their personal business. The choice of a helper is often based on the nature of the literacy task (as in the above case of Agnes). Tutoring through helping networks reduces the number of strangers in an illiterate's life and avoids further loss of privacy.

It also helps to reduce the fear of appearing both personally and socially helpless. For George, a career railroad man with a third grade education, resorting to reliance on a stranger as a tutor -- someone outside his kin or immediate social network -- would have been not only a painful public admission of his illiteracy, but also an admission of lack of social resources (akin to being friendless).

Felt needs identified and addressed. The relevance of the content of literacy training for individuals' daily lives is a major factor both in recruiting and retaining students. Many may never consider participation in a formal program because they feel the materials used will not help them in the conduct of their daily lives. Once enrolled, adults may become impatient and drop out if they see no connection between their own well identified literacy needs and what is taught in class or during a tutoring session.

Pre-existing literacy helping networks have the advantage that they originated in response to a particular literacy need and have continued to exist because they are addressing clearly identified needs. A shut-in waits for a visit from a fellow church member to decipher her monthly bills; parents call the school outreach worker to come help them fill out an application for low-income school meals for their children; a young mother who has never made jelly before and is surrounded by mountains of ripe fruit anxiously awaits the visit of a friend who can wade through the fine print on the pectin instructions; a young man desperately wants to get his driver's license but is intimidated by the thick driver's manual and the written test. Getting help with these explicit needs can be the first step towards improving one's literacy skills. The personal

urgency of accomplishing the task ensures a high interest level in the process. If the helping relationship has a long history, the helper also has specific knowledge of the illiterate's needs and interests.

Existing helper expertise. The literacy helper not only knows the appropriate content on which to build instruction, but he or she also has a wealth of information on the illiterate person's knowledge of literacy and feelings about it, as well as on the most acceptable ways to provide help. Such expertise is an invaluable resource when offering literacy training. Sharing the same family, neighborhood or friendship network with the illiterate, for example, means the helper is familiar with relevant social and cultural values and norms for behavior. The helper may know the family's history and present environment. Knowing something of the family dynamics, particularly regarding authority, role expectations and divisions of labor, allows the helper to avoid embarrassing the illiterate in front of family members or peers. Who should be included in a literacy helping session, at what time of the day, in what setting, and how often are all questions the helper as part of the illiterate's social network has already answered. Dropping in on Millie at 4:00 on a summer afternoon is not an acceptable time to sit down and help her study for the driver's exam. Her husband, who is not very pleased with Millie's interest in getting her driver's license, will be home from work at 4:30 expecting supper to be on the table.

The helper's familiarity with the extent of the illiterate's knowledge of literacy and his or her feelings about it will be especially useful for setting up a tutoring plan. Because Margaret has asked her for help with specific literacy tasks, Carol will have an idea of the level of Margaret's technical literacy skills -- how much she can actually decode or encode the written materials in question. Carol will also be aware that Margaret knows something about the uses of literacy, even when she cannot do the actual reading and writing herself. And the nature of Margaret's feelings about her own lack of literacy skills, her attitudes towards others with better skills, and her sense of the propriety of using literacy in certain situations and for specific purposes may well have become apparent to Carol during the course of their interactions.

Recognition of these three different dimensions of literacy -- technical skills, functional knowledge, and social meanings (the values or attitudes attached to literacy's various uses) -- is extremely important when teaching illiterates. Understanding that individuals who cannot read and write at all may have considerable functional knowledge about how literacy is used and a strong sense about the value (or lack of value) of its use will help literacy tutors build on their students' existing skills and knowledge and enhance or create positive attitudes toward learning the technical skills of reading and writing.

In short, the untapped knowledge helpers have about literacy in the lives of their illiterate family members, friends and neighbors can be brought to light through tutor orientation and used to great advantage by these helpers to understand and assess the training needs of their would-be students.

Mutual respect and reciprocity. A significant benefit of building on existing literacy helping networks for provision of training is the likelihood that the participants in the network (helper and illiterate) have a relationship based on mutual respect and reciprocity. Too often, in tutorial or teaching situations, the action is perceived as flowing primarily in one direction: The tutor/teacher gives a service and the illiterate receives it. Of course, teachers respect their students and are gratified when they are successful, but adult literacy students enter the classroom or tutorial relationship at a distinct disadvantage. Their illiteracy is viewed as a weakness -- something to be overcome -- and their strengths as individuals in their families and communities are not known to the teacher. In contrast, naturally occurring social networks which help illiterates with their literacy needs are very often based on an exchange of skills and services. This two-way interaction enhances illiterates' self-worth and can make acquiring new literacy skills a more positive experience.

Logistical barriers resolved. Common barriers to participation in adult literacy programs include logistical concerns such as class location, schedule, transportation and child care. For example, if the class is held in a schoolroom for young children, some adults may feel the environment belittles them or emphasizes their failure as adults to master skills even small children learn, causing them to drop out of the program. Or, the locale may be far away and transportation may not be available. Perhaps the schedule conflicts with work hours or the availability of child care. Literacy helping networks have already ironed out these logistical problems. Help is sought or offered when it is convenient, at a mutually acceptable, familiar location (often at home or at least where transportation and child care are not insurmountable problems).

RECRUITING LITERACY HELPERS

Most literacy helpers do not think of themselves as such. Their participation in helping networks is only one part of their busy lives and, in fact, literacy helping may be only one aspect of the interaction that takes place in those networks. The first step in expanding literacy outreach by recruiting informal literacy helpers is to raise their awareness of what they are doing. This can be done in a number of ways. Several are suggested here. The publicity method or combination of methods used will depend on the type of organization applying this outreach strategy.

A Word About Using This Strategy in Your Organization

This guide has been written with two types of organizations in mind: (1) organizations with well-established literacy training programs (such as Laubach Literacy Advance (LLA), Literacy Volunteers of America (LVA), or community colleges and libraries with literacy training programs) who are interested in expanding their outreach; and (2) community-based organizations (such as churches, community action agencies, senior centers, social service clubs, etc.) who have recognized illiteracy as a problem among their constituencies and are interested in expanding their services to include addressing this problem.

The outreach strategy described in this guide can be used by each of these two types of organizations, and each type can apply it independent of the other. However, since these organizations have distinct areas of expertise, they may well benefit from collaboration with each other at certain stages in the outreach and training process. For example, community-based organizations by their very nature may have closer ties to the communities which they serve than do some literacy training providers. Literacy programs may want to call upon community-based organizations to help them make the community connections necessary for this outreach strategy to work well. On the other hand, since training is the primary focus of established literacy training programs, referral to their training expertise may be the only way many community-based organizations are able to support the literacy helpers they've recruited.

For established literacy training providers. The recruitment of literacy helpers is suggested as a complement to existing tutor recruitment techniques. It is not a substitute or alternative for the kinds of recruitment and literacy training that currently form the basis of the services provided by literacy training providers. The helper outreach strategy is a way to identify and attract more tutors, with the considerable added advantage that new students are built-in, through their relationships with the helpers. Using this method, local Laubach chapters or LVA programs, for example, can reach more students without recruiting them directly and can, in fact, serve a wider range of students. The literacy helper workshop presented in this guide is a pre-training activity to prepare helpers for subsequent training as tutors through the well developed programs of established literacy training providers.

Our research has found that existing literacy training providers seem to have difficulty helping the hardest-to-serve adult illiterates. Other studies as well note that those adults who are most depressed economically and emotionally, who have little hope of changing their lot, are seldom reached by existing volunteer adult basic literacy organizations. The suggestion has been made that this might be due to educational approach and also to sociocultural differences among tutors and students and that, to reach these individuals, such organizations might well have to change their approach, establish programs in the communities they wish to serve and train community members as tutors.

During the summer of 1985, Laubach initiated a new program of community-oriented literacy projects, designed to work with community-based organizations to address the needs of a number of groups, including farmworkers, inner city residents, Native Americans, blacks and Hispanics. Literacy Volunteers of America pursues outreach through a variety of organizations, including neighborhood branches of public libraries. The outreach strategy we present here is very appropriate for Laubach's new endeavors and compatible with LVA's efforts.

For community-based organizations. The strategy of recruiting literacy helpers is well suited to use by community-based organizations beginning to implement a literacy outreach effort and establish a literacy training project. Churches, trade unions, youth groups, civic clubs, community centers and various other social service organizations -- all have specific community bases. They have developed and survived because of the efforts of members of the communities they serve. Community leaders have already been identified and the appropriate channels of communication are well known. The principles on which the recruitment suggestions below are based will be common to many community-based activities.

Getting into the Community: Grassroots Outreach

For a literacy training outreach effort to succeed in a community in which illiteracy is commonplace, it must have the support and participation of key community leaders. Although this guide is not intended to be a community development manual, the principles of community development apply to the organization of this type of literacy training project and the recruitment of participants. The basic development tenet that externally imposed programs of any kind sometimes are ill received, coupled with the negative social meaning attached to illiteracy by the literate populace (and clearly understood by illiterates) make the establishment of adult literacy training programs sensitive at best. A recruitment effort firmly grounded in the community is consistent with the grass-roots premise -- utilization of naturally occurring helping resources -- on which this outreach strategy is founded.

Steps to getting the community involved:

1. Identify influential community members. Whatever the scope of your "community" -- city or town, ethnic group, or specific organization constituency (such as church, trade union, or senior citizen center), you must identify the individuals who are the real leaders (not just the nominal heads). The key here is to think of people who are respected within the community, who have visibility and credibility among the local population, and who thus may have some influence in the daily lives of their fellow community members. These may include people who hold positions of authority, of course, such as the mayor, the city council members, the head of the chamber of commerce, the police chief, the clergy, the librarians, and the teachers; but other influential community members active on a different level are perhaps even more important to include:

    - o church elders and youth leaders,
    - o union leaders,
    - o local popular sports heroes, team captains, or coaches,
    - o girl and boy scout and campfire girl troop leaders,
    - o parents active in school affairs.

    If you are setting up a program or expanding your outreach within a specific organization, the list of influential people will necessarily be more specific to that organization. For example, a program coordinator of a senior center that wants to use this strategy to include literacy training as one of the center's services to seniors would have little difficulty identifying the active and respected natural leaders of the local senior community.

2. Meet with community "leaders." Invite these influential community members to discuss the need for this type of literacy training outreach and solicit their advice on the most appropriate ways to structure the helper recruitment campaign. It is critical that recruitment publicity be based on these community members' perceptions of what is appropriate and what will work. Beyond seeking their advice, it is equally critical that you enlist their help in conducting the campaign and supporting the training effort (if possible). Goals for this meeting might be:

    - o Discuss briefly the problem of illiteracy in this community, describe the role of literacy helpers in daily life, and explain the organization's plan to use the literacy helper outreach strategy (see preceding descriptive section of this guide and following workshop materials to prepare for this discussion);

    - o Identify the most appropriate ways to recruit helpers based on community members' experience (see below for method examples);

- Enlist leaders in the recruitment campaign (get specific commitments from individuals to lend their names and energy to publicize the training and awaken literacy helpers' interest by word-of-mouth and other means).

Beyond providing advice and help for the recruitment campaign, this group of community leaders could constitute a community-based advisory council for your literacy training project. As such they might help identify other sources of support and cooperation (other organizations which might enter joint sponsorship of the project and through whose links to the community broader outreach might be attained; sources of funding, such as institution or private donations; prospects for volunteer staffing of the project).

If you represent a community-based organization setting up a literacy program for the first time, this advisory council might also help you:

- Determine the resources needed for a successful project such as:
  - staff to coordinate the project;
  - telephone number and staff to respond to calls from interested literacy helpers or others;
  - staff to provide the workshop orientation for the helpers;
  - facilities at which to hold the workshop(s);
  - experts and/or materials to present various teaching techniques;
  - tutoring/teaching materials;
  - tutor support groups;
  - follow-up meetings or workshops as needed.
- Define the appropriate role for the sponsoring agency or organization. For example, any organization should be able to use a networking, grass-roots approach to recruit helpers and provide an orientation session for helpers, following the suggestions in this guide. However, most organizations will not be able to function as a clearinghouse of teaching methods and materials for their cadre of literacy helpers. Each will have to decide how much of this technical assistance (if any) it can provide directly and how much it will refer helpers to other resources for that assistance. For example, you may want to link up your potential tutors with existing literacy training programs in your area, such as Laubach Literacy

Action, Literacy Volunteers of America, or local community college tutor training. Or you may want to select some self-contained training materials from other nationally available resources. (See Resources section of this guide for further information.)

3. Implement recruitment campaign through word-of-mouth. Whatever other publicity methods selected in the community leaders meeting, leaders who have made a commitment to the project must go back to their respective circles of influence (whether they be agencies, neighborhoods or networks of friends and family) and begin to talk about the project and urge others to do the same. The success of this type of literacy training effort will depend heavily on how much average folks are aware of it and talking about it. Representatives of organizations already providing literacy training to adults (such as community colleges, libraries, Laubach chapters and others) agree that word-of-mouth publicity is by far the most effective way to conduct literacy training outreach. Even those who rely heavily on public service announcements note that such formal means of publicity evoke strong connotations of formal training, even when the message is explicitly informal.

Other Publicity Methods

If enthusiastically conducted on a large scale, the ripple-out technique of word-of-mouth publicity may be all that is needed. However, a combination of publicity methods may strengthen and hasten the process. Some methods are obviously more costly than others, and greater expense does not necessarily imply better results. The key to creating good publicity is knowing your audience and tailoring the publicity to speak directly to them.

Community service announcements and civic presentations. In addition to talking to their friends and associates about the project, the community leaders who are supportive of it should be encouraged to use their influence and positions through more formal speaking opportunities. A simple step is to make an announcement at meetings they attend (for example, at service clubs such as the Rotary or the Lions' Club, at fraternal or sororal orders such as the Elks or the Deltas, at neighborhood associations, at church on Sunday, at lunchtime on the jobsite, at union meetings or at the PTA) to let people know about the availability of this training for literacy helpers who want to do a little more than help. A further step would be to arrange to have the project coordinator as guest speaker at such meetings, or personally make a presentation at the institution or club to which one belongs. Once the project gets underway, it may be possible to have individuals who are literacy helpers themselves speak to groups about their experiences and the utility of the training.

Posters, flyers and handbills. The quality and quantity of these items will vary depending on your budget. Even hand-printed photocopied sheets may be useful if they are passed out in the right places with a personal

explanation (outside the supermarket on Saturday, for example, or after church on Sunday). Since you are recruiting literacy helpers and not the illiterates themselves, the use of printed materials is perfectly acceptable. However, care should be taken to keep the message simple and attractive. Catch the helpers' interest with something they can identify with personally: "Ever help someone read a letter or figure out a phone bill?" Then invite them to find out how they can do more than help. Be sure to note the time and location of the meeting, that it is free (a community service), and that it will take just one morning of their time.

Posters and flyers can be effective if placed at eye level on public service bulletin boards in laundromats, supermarkets, recreation halls, community centers, doctors' offices, health clubs, churches, libraries, schools and community colleges, lunch or locker rooms, or other places where the people you are trying to reach tend to gather.

Newspaper articles and ads. A feature article about the life of a local literacy helper can be a useful supplementary form of publicity. It draws attention to the value of helping networks and presents information about the ease with which literacy helping can be converted to tutoring and the availability of free orientation and materials. Advertisements about the project placed in local community newsletters and public service supplements can also complement other forms of publicity.

Radio announcements. For radio announcements to be truly effective, they need to be played at peak listening hours on locally popular stations. Although many stations allow some time for public service announcements, you may be competing against paying customers for the best time slots. A personal visit to the station manager to explain the project and enlist his or her help may free up appropriate times. As with any form of publicity, if you are targeting a specific audience, you will need to know their listening habits. For example, in a Hispanic community, you would need to know the stations and hours of the day when Spanish language programs are broadcast and present your announcement in Spanish. Senior citizens may have a favorite talk show which may allow public service announcements or even an interview with your project coordinator or with a literacy helper-turned-tutor.

Television spots. Thus far we have been suggesting relatively inexpensive forms of publicity. TV spots seem very attractive for their obvious ability to grab the viewer's attention and their potential to reach wide audiences. For most literacy outreach projects, however, they cannot be considered as a viable form of publicity unless their cost is donated.

Care must be taken to design appropriate messages and to coordinate the ads with availability of actual service or referrals. If individuals responding to the ads encounter delays in getting involved with a program or have to make numerous calls on their own to find a suitable program, they are likely to become discouraged and the ad will not have served its purpose. Such campaigns in the past have tended to exclude those adults in greatest need of literacy training. To reach these individuals, a community-based approach is most appropriate.

As part of a national awareness campaign launched by the Coalition for Literacy in conjunction with the Advertising Council, two TV documentaries about adult illiteracy in this country were aired in 1984 during prime time. The ongoing national campaign focuses on recruiting volunteer tutors through a variety of media, including professional TV and radio ads. If these ads run regularly in your area, you may be able to benefit from these ready-made announcements by providing information about your project to the Contact Literacy Center (see Resources section of this guide) for inclusion in their data base from which they make referrals. Needless to say, such piggy-backing of publicity, while certainly a cost-effective resource, should not be relied upon as a main source for recruitment, since it is removed from the local setting and beyond local control (particularly in terms of effective timing). Organizations which do receive referrals from these public service announcements note that having to make a succession of calls, first to the 800-number and then to the local referral, is a deterrent for potential volunteers.

If funds are available for creating and running local ads specific to your project, here are a few suggestions:

Content. Portray literacy helping situations so that viewers can see themselves in the ad.

An example: A brief interaction between a man asking his illiterate neighbor for advice about fixing a light switch and then being asked to help read a credit application received in the mail.

Or: A woman helping a fellow church member with Bible study and then admiring a special crochet stitch done by the illiterate individual and asking to learn it.

Or: A young man helping a co-worker decipher a work order and then asking for a ride home.

If possible, show two-way interactions which not only show informal literacy helpers in action, but also illustrate skills that illiterate adults have to offer.

Get a well-known local figure who is respected by the constituency you are trying to reach to make the pitch for help and present the information about your program (services offered and number to call). If you want to address the illiteracy problems of out-of-school youth, for example, get a local soccer hero or a popular disc jockey to donate some time and make the ad.

Broadcasting. Know your targeted audience and their viewing habits. Then lobby strongly for the opportunity to broadcast on the popular channels and at times when favorite programs are on. For example, if your constituency tends to view a particular cable TV station, work with that station to obtain air time.

Timing. As in selling any product, timing is of the essence. Make sure that your program is ready to receive calls and set up training sessions before your ad is aired. Delays in project start-up can undermine the success of the recruitment ad. Also, try to obtain as much air time as possible rather than having an isolated "spot" now and then.

Slide shows, videos and films. These audiovisual aids can make presentations to spark interest in the project more memorable. TV documentaries and literacy teaching films are available for rent or purchase. (See Resources section of this guide.) Some of these may serve the dual purpose of illustration for recruitment and for tutor training. Even though they may be less professional, locally prepared slide shows can be equally effective. A special presentation can be prepared using local people to illustrate literacy helping networks and describe your literacy outreach program, its training and support services. Or, individuals in your community with specialized audio-visual experience may be willing to donate time to help you prepare a slide-tape show for use in civic presentations.

LITERACY HELPER WORKSHOP

Purpose of the Workshop

By this time your word-of-mouth campaign and other recruitment activities are bearing fruit. You have a list of literacy helpers in your community who have expressed interest in learning about how they can do a better job of helping their illiterate friends. The next step is to present the Literacy Helper Workshop outlined below. Whether you represent an established literacy training program or a community-based organization just beginning to try to address the illiteracy problems you see in your community, this workshop is the first step to being able to build on literacy helpers' latent expertise and create a corps of perceptive helpers-turned-tutors.

The purpose of this workshop is to enhance what lay literacy helpers already know to be appropriate ways to approach illiterates and appropriate topics of study by sensitizing them to what they are doing and providing them with appropriate methods and materials from which to choose as different needs arise.

Goals. The workshop has four goals:

1. To increase literacy helpers' awareness of what they are currently doing and introduce them to their potential for improved helping and tutoring;

2. To expand their understanding of illiteracy to enable them to become more perceptive helpers and tutors;

3. To establish a helper support network that will provide continuity and followup when needed; and

4. To provide or link them with appropriate literacy tutor training and resources.

Outcomes. As noted earlier, there may be a number of outcomes beyond this workshop, depending on the individual interests of the helpers and on the type of organization sponsoring the workshop. Some participants will decide they really aren't interested or they don't have time to do more than just help their friend or neighbor occasionally; they will go back to their literacy helping relationship with a heightened awareness of what they are doing. Others may want training and materials to focus only on specific kinds of help. And others may want to attend full tutor training sessions to learn specific methods for teaching basic skills.

If you represent a literacy training organization, the workshop will serve as a pre-training session after which you will be able to offer participants your particular tutor training program and materials. If you are working with a community-based organization new to the literacy field, the workshop will be the first in a series of tutor training sessions. After this workshop you may refer your participants to existing types of literacy training in your area, or you may acquire

materials for future workshops and individual helper needs, depending on the level of effort you can expend on this project. The Resources section of this guide offers suggestions for further information about literacy training and tutoring materials and methods readily available and useful for individuals and organizations that do not specialize in literacy instruction or training.

Sponsoring the workshop. This workshop is designed so that it can be presented by a community-based organization with a minimum of expertise and special preparation. You will not necessarily need to bring in a literacy training expert for this session. If possible, you should use a staff member or respected local community member. However, if you do invite a literacy trainer, be sure that he or she reads this guide carefully and understands the importance of building on the experience of the literacy helpers who have signed up for the workshop and on the natural reasons for the existence of their literacy helping networks.

If the impetus for beginning helper training stems from a literacy volunteer organization, you may want to work with a community-based organization directly, putting them in the position of co-sponsors of the literacy helper workshop. At the workshop, you can take on the section in which the transition to tutoring is discussed, introducing your program and recruiting helpers who evidence interest in full tutor training.

The Facilitator

The following characteristics in your facilitator will help ensure the success of the workshop:

1. Familiar to and respected by the helpers' community;
2. Experience talking with groups;
3. Ability to draw people out and get them talking and personally involved;
4. Ability to focus discussion on points in the outline, paraphrasing, redirecting attention, and summing up as needed;
5. Ability to stick to a workshop schedule;
6. Willingness to prepare in advance by reading this guide and previewing literacy training materials if available; and
7. Interest in literacy helping and tutoring; experience may be a plus, but is not necessary.

Logistics

Time: 2-3 hours

This workshop should not require a large commitment of time from the participants -- a maximum of 2-3 hours on a weekend morning, for example, or a weekday evening.

Size: 5-15 literacy helpers -- ideal to allow individual participation

Location: The sponsoring organization or a private home -- the location should be familiar, comfortable and convenient for the workshop participants. The mayor's home, for example, where most literacy helpers would feel uncomfortable and out-of-place, is not an appropriate location (no matter how much prestige it might lend to the outreach effort). If the effort is church-sponsored, the church meeting room would be an acceptable place. If sponsored by a local trade union, then the union hall. If the local community college, then a room on campus, perhaps, but a facility more closely tied to the community might be more appropriate. In general, schools are <u>not</u> suitable locations for this workshop. Be careful to keep the project operation as accessible and closely linked as possible to the community in which the literacy outreach will take place.

Cost: None to participants. Minimal to provider.

This workshop could be conducted at no cost at all to the provider, if the location is donated. Coffee and tea for a mid-morning break would improve the workshop; they could be donated. If funds are available, photocopied workshop materials would enhance the workshop interaction and retention of concepts and techniques. Also, literacy training materials could be purchased and made available for workshop participants to review.

Materials: None absolutely necessary, but reproductions of literacy samples and a few other handouts are highly desirable. As noted, if funds are available, workshop exercises can be duplicated for participants to use and take home. A blackboard or newsprint or butcher paper will be very useful, if available.

Content of the Workshop

We present the content of the workshop in two different formats. The text is addressed to the facilitator, explaining the material he or she should read in preparation for leading the discussion. Things the facilitator will say or write on the board during the workshop are presented in boxes and indented in the text.

Introduction to the workshop. Welcome the participants and review the overall purpose and specific goals of the workshop, writing them on the board or poster paper:

> Purpose: To reach and teach more adult illiterates effectively by building on the as-yet untapped resources of your literacy helper expertise.
>
> Goals:
> 1. To increase your awareness of what you are currently doing when you help someone with literacy, and to introduce you to your potential for improved helping and tutoring; (50-75 minutes)
> 2. To expand your understanding of illiteracy so that you can become more perceptive helpers and tutors; (30-45 minutes)
> 3. To establish a helper support network that will give continuity and follow-up when you need it; (30-45 minutes)
> 4. To provide you with or link you to appropriate literacy tutor training and resources. (10-15 minutes)
>
> To accomplish these goals we are going to work through a series of exercises -- guided discussions -- about helping people who are illiterate or have difficulty reading and writing (or using written English) and about the nature of illiteracy. We encourage you all to participate freely in these discussions. As you share your experiences, please be sure that you remember to keep the identity of the people you help confidential.

Introduction of workshop participants. One by one, ask participants to introduce themselves and briefly tell three things about the literacy helping they do. For example, reading or responding to mail, filling in forms, writing shopping lists.

GOAL 1: Increased Awareness of What You Are Doing and Can Do

Exercise A: What is a literacy helper?

The topics discussed here provide you, the facilitator, with information about the literacy helpers' personal experiences and cause them to think concretely about the helping process and their perceptions about illiteracy. These topics should stimulate a lively exchange of experiences. If not, keep the discussion moving by calling on people to share their knowledge. By the end of this discussion, people should be well aware of their own real expertise and thus have confidence to participate fully in the rest of the workshop.

Introduce the discussion by noting that in this complex world there are many different ways you can help with reading and writing. Taking one topic at a time and writing the responses on the board or poster paper, ask participants:

- Give me some examples of the kinds of literacy help you provide.
- Describe the type of people you help.
- Why do you help with literacy?
- What kinds of needs do you see for improved literacy skills?

Exercise B: What is the nature of the literacy helping relationship?

The purpose of this section is to get the helpers thinking about the kind of relationship they have with the illiterate adult they help and how that relationship might change if they shift from helping to tutoring.

Use these mini-case studies to get the discussion rolling:

Case 1: Oscar is a mechanic who left school early because his family was poor and he didn't see how more schooling was going to help him get a job. He's a good mechanic, but he has difficulty understanding the mail he receives. Sometimes he asks his neighbor Joe to explain a letter to him, but other times he doesn't want to bother Joe, so he saves what he thinks are important pieces for a later time when he can catch Joe when he's not busy. He and Joe have been neighbors for 10 years.

Case 2: Agnes completed sixth grade, but explains that she never really liked school and she didn't pay much attention. Now in her early 60s, she has a well-developed network of literacy helpers. She relies heavily on her daughter to help her with important pieces of mail, social security forms and doctors' bills. However, Agnes is able to sort through the mail and flag things she doesn't want her daughter to see, such as a mail-order credit application for a purchase she thinks her daughter would not approve. Agnes chose to ask a new friend to help her place the order, and then saved the subsequent correspondence about the order until that friend dropped by again. She allows a neighbor with whom she has become friends to "help" her with Bible studies, but does not "bother" her with other literacy tasks, preferring to wait until her daughter visits again to respond to the mail.

Case 3: Neng is a Hmong immigrant who had never held a pencil or read a word before coming to this country. Now inundated daily by letters from school and social service agencies, government forms and junk mail, he finds himself forced to ask his teenage daughter's advice about the mail. Uncomfortable with this change in his position of authority in the family, he sometimes waits to consult a brother who has been in this country longer than he has.

Case 4: Rosa is a resourceful woman in her early 30s. Although she is only marginally literate in English, she sorts the mail for her household and checks the bills for accuracy. Her husband Miguel, a budding entrepreneur, sheepishly admits he hardly set foot in school. Rosa taught him arithmetic, which he uses to keep the accounts of a band he plays in. If Rosa doesn't understand a piece of mail, she first asks her 11-year-old son. If there is still some uncertainty about it, she saves it for the next visit of her friend who is conducting research on literacy. Rosa knows she is helping her friend by sharing her life history with her and appreciates the opportunity to get some help in return.

For each case, discuss themes like the following examples:

- In Case 1, what can you say about the helping relationship between Oscar and Joe?
- How does Oscar feel about asking Joe for help every time he needs it? Why do you think he feels that way?
- How do people decide who to ask for help with literacy?
- What are some of the reasons people choose different helpers for different tasks? For example, in Case 2 why doesn't Agnes ask her daughter for help with all the things she needs to read and write? Why do you think she doesn't "bother" her neighbor with literacy-related questions?

Have the helpers describe the nature of their own helping relationships. (Be sure to remind them again of the need to respect the anonymity of their students, particularly in a small town or community-based organization with a close-knit membership or clientele.)

Ask:

- If your helping relationship, do you mainly help or teach or both?

  Can you give us some examples of when you help?

  Can you give us some examples of when you teach?

- If you mainly help, is it usually with the same type of item or task, or with a range of things?

About the benefits of each person's helping relationship, ask:

- How important do you think the helping interaction is in the social relationship you have with the person you help?
- What do you think you get out of the helping relationship?
- What does the person who receives the help get? (Anything besides being helped?)
- Is the helping interaction just one part of a larger, long-standing personal relationship, or is it the main focus of the relationship?

About the reciprocity of the relationship, ask:

- Is your helping relationship mutual? That is, do you and your illiterate friend or neighbor help each other, one through literacy and the other in some other way? (Such as babysitting, sharing tools or mechanical expertise, offering a cup of coffee and a sympathetic ear?)
- Or is it more like a patron-client relationship where the helping seems to flow pretty much one way?

About moving from helping to teaching, ask:

- How easy would it be to shift the focus from helping to teaching (if the necessary materials and methods were available)?
- Do you think the person you help would be interested in being able to do the literacy task(s) alone?
- If you focused on teaching your friend or neighbor how to do the things you help with now, how do you think the relationship might change?
- Would the change be positive? For whom?
- Would there be any negative aspects to the change? How could they be minimized?

GOAL 2: Expanding Your Understanding of Illiteracy

Now that the participants have become involved in describing and thinking about their own personal experiences with literacy helping, you want to move the discussion towards some fundamental concepts about literacy and illiteracy which can enable the helpers to become more perceptive tutors.

Exercise A: Coping strategies

Consider how illiterate adults cope to meet the demands of literacy in their daily lives.

Here are some examples of coping:

- o People who keep slips of paper in their wallets with addresses and phone numbers, social security numbers or alphabetic versions of numerals for check writing;
- o Business people who delegate writing tasks and dictate notes and memos to cover up for limited literacy skills;
- o Teenagers who collaborate when writing is needed (notes and messages to others, filling out forms).

Can you describe some coping strategies you've observed in the illiterates you help?

To sum up, these coping strategies and the existence of literacy helping networks illustrate two things:

- o that literacy is very often a social activity (even among literate adults -- for example, sharing a letter or a story by reading aloud); and
- o that illiterate adults usually know more about literacy than they realize.

Different dimensions of literacy knowledge. To speak of literate and illiterate adults makes discussion simpler, but it is not really accurate. As the helpers have already seen through their experiences with "illiterate" adults, there are degrees of literacy and illiteracy. Understanding that there are different dimensions of literacy is important. It will help workshop participants deliver literacy training that recognises the skills and knowledge that functionally and marginally illiterate adults have indeed developed and builds on what they already know.

As the facilitator, you will want to be sure you can clearly identify these different dimensions as you guide people through the exercises. In preparing for the workshop, study this section carefully, so that you feel comfortable leading a discussion of the concepts technical literacy skills, functional knowledge of literacy, and social meanings of literacy. Exercise 'B' below will lead helpers to distinguish the technical skills for literacy and illiterates' functional knowledge of how literacy works in this society. Exercise 'C' will help participants become familiar with the importance of the social meanings of literacy for successfully expanding their work with adult illiterates.

Adults who are illiterate have not yet learned the technical skills that go into reading and writing. They don't know the rules for putting written symbols together to represent the sounds they speak. Yet most know quite a bit about the various ways literacy is used in their society, and in their daily lives, and they often know some of the

consequences of its use. Sometimes they have experienced those consequences personally. They may have substantial functional knowledge about literacy.

Take the mail as an example. Many illiterates know that some papers that arrive in the mail should not be ignored; if the light bill doesn't get paid, the electricity will be shut off. Even though they may not be able to read the bill, they do know about the function served by that piece of paper with writing on it. Most illiterate adults in this country understand that some of the mail they receive can be ignored. They have had years of experience with junk mail. They know that advertisements and requests for donations are routinely sent through the mail and that they can be thrown away. This is functional knowledge. They may even have enough experience to be able to sort out the junk mail when it arrives (as in the cases of Agnes and Oscar above). Tutoring someone with this kind of knowledge is very different from teaching an adult immigrant new to the ways of this country who has none of this knowledge of the contexts surrounding literacy or of its specific uses.

Another example: Adult illiterates may well know that people use written contracts to make formal agreements about buying appliances or renting a house; they may also understand that if they sign their name to such a contract they will be held responsible to do what the contract says, even if they don't understand it. Many people understand these functions of literacy without being able to actually read or write a contract. Although they are not literate by most definitions, they have quite a bit of functional knowledge.

Why this is important. Through their experience working with their illiterate friend, most literacy helpers will have some idea of the friend's technical skills. However, if the friend has well developed functional knowledge about the literacy tasks he or she needs help on, the helper may have assumed that the person's technical skills were better than they are. That is, a person may know where to fill in his name and address and where to sign a form simply based on past experience and the format of forms in general (number of lines for an address, signature line usually at the bottom). The reverse may also be true: Helpers may be surprised to discover, over time, that the individual being helped has better technical skills than he or she was originally willing to display. This behavior may be due to underlying feelings about the particular use of literacy or circumstances surrounding its use. (We'll discuss these social meanings shortly.)

In either case, being alert to the existence of these different dimensions of literacy can make a helper/tutor's job easier. Helpers and tutors will be better prepared to assess the illiterate's needs and may more quickly understand discrepancies in behavior associated with literacy-related activities. We are not suggesting that helpers have to "test" their illiterate counterparts. But, as they work with them, they can carefully explore the extent or limits of the illiterates' technical skills and functional knowledge with a little probing.

Exercise B: Ways to identify technical skills and functional knowledge

You can set up a series of problems to explore, either in pairs or as a group. It will be helpful if you have original or photocopied samples of literacy materials suggested here, so that participants can study them carefully. Explain:

> **In figuring out how best to help someone learn more, it is very useful to know the extent of his or her knowledge -- and by this we don't mean just ability to read an item or write the necessary information. Rather than asking the person you're helping if she can read the item in question, ask about her experience with it. Ask what she knows about it -- about its use. Ask if she has ever used it...and what happened. Consider the whole context of use, not just the written item out of context.**
>
> **For example, let's take a traffic ticket. Break up into pairs. One of you will be the literacy helper and the other the adult getting help. As you ask and answer the following questions about a traffic ticket, think about how much there is to know about it, beyond just being able to read the words on it.**
>
> **Ask and answer the following questions about a ticket:**
>
> **What is this?**
>
> **What is it for?**
>
> **Who writes it?**
>
> **Where do you get it?**
>
> **Why do you get it?**
>
> **What can happen if you don't do what it says?**
>
> **Have you ever received one?**
>
> **If so, how often have you had one and when was the last time?**
>
> **What can happen if you get many of them?**

Once the workshop participants have completed this task, bring the group back together and ask for feedback from this experience, via the following questions:

- What are some of the kinds of knowledge you can have about this written item even if you can't read it?
- Are there things you might not know about its use, even if you are able to read it?

Here are some examples of the types of responses you might expect to get (depending on local state laws) when you ask these questions about a traffic ticket:

- It comes from the police.
- The fine goes up if you don't take care of it.
- If you get a certain number of tickets you can get arrested. (People may know how many.)
- You don't have to plead guilty, and you can argue the case yourself.
- You can reduce the fine by going to traffic court in person.
- You can reduce the fine by writing a letter explaining the case.

Individuals who cannot read may have all this "functional" knowledge about a ticket. And people who are highly literate may have very little.

These questions should clearly bring out the fact that adult illiterates often know much more than they or others think. This information can be used to build confidence in tackling reading tasks and to serve as a springboard in constructing literacy tutoring sessions. Any familiar literacy item may be used in this exercise: a school registration form, the want ads, food ads (and coupons), a receipt, an apartment lease, a standard will, an IRS form, a sample ballot. You may wish to use several as time permits.

Discovering the social meanings of literacy. We all have feelings about literacy, opinions about how good our skills are, perceptions of when it's okay to let others see our reading and writing abilities (or the lack of them) and when it's not. These feelings have developed over time, based on the ways we've been brought up to think about reading and writing, based on our experiences learning to read and write and using those skills in daily life. These perceptions are the social meanings we attach to literacy -- to learning it and using it. They are especially important to literacy training because they have a powerful effect on whether or not we try to improve our literacy skills.

The following examples of how different social meanings develop and affect literacy training participation may be of use to you as you prepare for the workshop to clarify this concept and illustrate why it is important to literacy trainers.

An Alaska fishing village. In the isolated village of Seal Bay, literacy was first introduced by Russian Orthodox priests who established a missionary church. In that religion, as in many others, the reading of the scripture, in Slavonic, is an essential part of the worship service. However, villagers still continued to speak the native Eskimo language. Native lay readers were trained in Slavonic and continued to read the sacred texts in a rote fashion long after the missionaries had left and the villagers had lost the ability to actively comprehend the language. Literacy associated with Orthodox practice came to be regarded as "native" to the village and its readers were highly respected. The Orthodox church and its literacy practices -- largely restricted to reading for worship purposes -- are viewed today as a force for community solidarity and maintenance of the native culture.

When public education was introduced into this village by the U.S. government early in this century, however, literacy took on a second, different social meaning. Teachers encouraged full-time use of English, eventually leading to near-extinction of the native language. The schools, the American government, and the new, English-based Baptist church all stressed the importance of active use of English writing for a whole new range of literacy practices, including conducting village business. English, and especially English reading and writing, came to be associated with forces that were destructive to native tradition. The influence of these negative associations can still be seen today. Even though English literacy has gradually pervaded many aspects of community life, villagers continue to prefer to conduct much of their business orally and are extremely reticent to display their English literacy skills. Adult literacy programs have tended to attract few in this village for this reason.

A Hmong immigrant community. In contrast to the negative social meaning that characterizes English literacy in the Alaska village, adults in a community of recent Hmong immigrants from Laos have developed literacy skills in several languages with strongly positive social meanings. For the Southeast Asian refugees, literacy in their native language is spreading at the same time that they are learning to speak and read and write English. The Hmong find themselves in an environment where, for the first time, they see widespread uses of literacy practices. Among their own ethnic group, they now need Hmong literacy to write letters to their family members scattered across the country and throughout the world. The Hmong also believe that knowing Hmong literacy helps them to learn English, both speaking and writing. And, to get ahead in urban American society, they feel the urgent need to learn to read and write in English if they are to succeed in their adopted country. Since they are newcomers, lack of literacy skills does not yet carry the stigma for Hmong adults that it does for others in our society.

A rural Hispanic community. This community in the migrant stream on the West Coast presents a greater internal variety of social meanings about literacy than do the previous two communities. Here there are people of many different backgrounds and educational experiences:

- o U.S.-born Hispanic lawyers with excellent literacy skills in English, but marginal skills in Spanish;
- o bilingual and biliterate school teachers;
- o young Chicanos who did well in school and are going on to college, and others who dropped out before finishing high school and have difficulty reading and writing (in English or Spanish);
- o senior citizens born in Mexico who came to this country as young adults and have never learned English, though they read and write in Spanish;
- o U.S.-born Hispanic senior citizens who worked in the fields all their lives and don't read and write English or Spanish;
- o Mexican-born migrants who continue to work in the fields and read and write only in Spanish or not at all.

Because of their different experiences, some people in this community have very strong motivation to improve their literacy skills, while others would not set foot in a classroom and some would be reluctant to consider being tutored even at a location of their choice. Most illiterate adults in this community manage their lives without being able to read and write -- precisely by using well-established helping networks -- and many of them would be enthusiastic to have their own personal tutor.

A community of out-of-school youth. Teenagers who have dropped out of school and have run away from home like to present themselves as having all the skills needed to "make it" on the streets. And they have a strong sense of group identity. School, they say, was just not useful or interesting for them. Yet many literacy tasks play important roles in their lives: They need to keep track of other street kids through notes posted on bulletin boards at social agencies; they want to know their rights, if arrested; they pass the time on the streets looking through newspapers and magazines, particularly following entertainer and music news. They compensate for uneven literacy skills by making these into group activities, strong readers taking the lead by reciting for others in public places. When they fill out questionnaires -- for social services, or just popularity and beauty tests in magazines -- the most confident writers fill in the blanks, while non-writers offer answers. No one's inabilities are disclosed to the group. These young people reject formal schooling, but many recognize that low basic skills levels present serious barriers if they want to get off the streets and into regular employment. The only people they trust are their fellow dropouts and a few social workers who help them with fundamental survival. They are reluctant to disclose their fears and aspirations, but would be willing, some say, to learn so long as the materials "make sense" for their lives and they don't have to go back to school.

Exercise C: Ways to identify the social meanings of literacy

Identifying the social meanings individuals associate with literacy and its uses is much more complex than sorting out technical skills and functional knowledge. Literacy helpers who have been part of the same community may already implicitly know those meanings and have had similar experiences. However, they themselves will obviously have some differing feelings about literacy, since they are in the role of the helper and not the one needing literacy help. Ask the workshop participants:

- What do you know about your illiterate friend's previous experience with learning to read and write? As a child? As an adult?
- Has he ever talked about his personal experience with education? Was the experience positive, negative, indifferent? What things seem to have stood out in that experience?
- Do you know if he asks others to help with literacy tasks (besides asking you)? If so, does there appear to be any relationship between the choice of helper and the type of item he's getting help on?

Refer back to the cases of Oscar, Agnes, Neng, and Rosa, and ask:

- What do you think is behind their choices of different literacy helpers?

Asking questions about the use of different helpers for different literacy tasks or under different circumstances can lead to better understanding of choices individuals make about literacy tasks, which, in turn, can shed some light on values or meanings associated with specific uses of literacy.

Through the discussion on the three different dimensions of literacy, participants should become alert to noticing these distinctions as they interact with their illiterate friends or family members. This new awareness will help them more accurately assess their "students'" needs and build upon their strengths in positive ways, avoiding the pitfalls of embarrassing their friends or undermining their self-confidence.

To avoid triggering negative social meanings with your friend, consider the following:

- When has your friend reported feeling bad about his illiteracy? When have you detected embarrassment or shame, even though the person has not mentioned it?
- How can you help your friend be better prepared for these difficult situations? Are there ways of preparing privately, so that the public part of the activity is minimized? Or are there ways of helping the person be able to do the public part for himself? For example, some forms must be filled out at the Post Office; your friend might want to practice writing the information at home.
- Do you think that discussing expanding your helping to tutoring will make your friend feel less positive? How can you avoid these impressions and expand your helping at the same time?

GOAL 3: A Support Network for Helpers

One way to nurture the community base of a program is to set up a network of support among the literacy helpers recruited. This need not be costly; a monthly get-together over coffee at a helper's house is sufficient. Helpers can compare notes about their experiences -- changes occurring in their helping networks, ways to smooth the transitions from helping to tutoring, new ways to adapt to the literacy interests and needs of their students. This can also be a time to bring in trainers for expert assistance. Invite helpers-turned-tutors to talk about their work. Requests for further training or materials might grow out of this network. Many long-standing literacy training programs have found ongoing tutor networks to be essential to their continued success.

This is a good point to make sure that you have everyone's name, address, and phone number. Discuss when people would like to meet again and set up the meeting. Ask them to talk about the workshop with other helpers they know and bring them to the helper support meeting. You may want to have index cards for getting everyone's information, including:

- Name, address and phone;
- Their interest (helping, coming to the support network, tutor training, working to spread the word about the network and recruit helpers, assisting with organizing the program);

- When they can meet regularly (which days, what time of day) and where they can come for a meeting (to a home -- will they host?, to some central location, do they need childcare or a carpool?);

- Comments that they would like to make about themselves or the people they help that would assist you in improving the workshop.

GOAL 4: Link-up with Tutor Training

As noted previously, based on its resources, each organization will have to decide what role it will play beyond the recruitment of helpers and provision of the orientation workshop. It would be ideal if each organization had sufficient resources to become a clearinghouse of materials and resources for its tutors. The literacy program would identify, compile and disseminate resource materials to literacy helpers as they needed them, responding directly to the individual uses and needs of their students.

Most community-based literacy projects, however, will not have the resources necessary to serve their tutors in this capacity. They will have to rely on national clearinghouses and local, established literacy training providers for referrals for their tutors. There are numerous publishing houses with functional materials to help adults learn to read and write. There are also a variety of self-contained volunteer tutor manuals, handbooks, and training workshop guides. And several organizations specialize in training volunteers and tutors. (See the Resources section below.) Some community-based organizations may decide from the outset that they will work in conjunction with a local literacy training provider (such as Laubach Literacy Action, Literacy Volunteers of America, or a community college): The community-based organization will provide the outreach to recruit helpers from within its sphere of influence and the training provider will then incorporate these new tutors into its ranks. The maintenance of a community base, however, is important to the continued success of this literacy outreach training strategy. Community-based programs are encouraged to keep in touch with their tutors and foster contacts among them.

From helping to teaching: First steps toward tutoring. Beyond orientation to their role as helper-tutor and to the multi-dimensional nature of literacy, in the initial helper workshop you should provide the participants with some concrete techniques to try out when they go back to their helping networks. After this workshop, those who are interested in further training will be returning for subsequent workshops, sponsored either by the community-based organization that initiated the literacy outreach project or by a literacy training provider.

Helpers may want to talk with their illiterate friend about expanding their helping relationship in the direction of literacy tutoring. Or, they may simply want to try out a few tutoring activities with their friend to see how these extensions of the existing activities would fit into their relationship. Helpers might try some of the following:

- Ask your friend: "Would you like to learn to do this task we've been doing together for yourself?"

- Explore how much your friend knows about the task already, by asking him, for example, "How do you sort out the mail you want me to read?" "How did you pass your driver's license or get your address changed when you moved?"

- Can you think of ways of exploring how tutoring would fit into your helping relationship? For example, instead of just taking on the task yourself, let the friend fill in the parts of the forms that she can do herself, e.g., her name, perhaps her phone number and address, offering to assist her with the words as she needs help.

Helpers should also have an opportunity to see how much their present helping resembles tutoring. It will enable them to better envision what tutoring would be like and help them build up their confidence to take this next step. The final section of the workshop should demonstrate a tutoring relationship, so that the participants leave with a clear idea of what would be involved in that work.

For this first workshop, we suggest introducing a method that requires no special teaching knowledge and no prepared materials. It is called the "Language Experience Approach." To use the Language Experience Approach, the tutor simply asks the student to dictate a personal story (something about his or her family, something that happened in childhood, a recent experience). The tutor writes the story in the words of the student, then reads it back and asks if it's correctly recorded. Then, the two read the story together (or the learner follows along if he or she cannot read any of the words). The learner takes the story home to reread and the process is repeated at the next visit. Many stories or incidents can be compiled. One of the many advantages is that the learner's own personal experience and words form the reading material from which he or she is learning.

You can demonstrate tutoring by inviting a community member who is a tutor to speak, or getting a representative from a literacy tutoring organization to talk about her work. Or, if you have funding available, you can rent a film to illustrate how tutoring works. Film Five in the LIT-TV series is highly recommended (see Resources section). The film will also serve as an enticement to participants to return for tutor training at a later date.

Closing the workshop. After the speaker or film, bring the participants' attention back to their own ongoing helping work. Suggest that tutoring is a next step that some of them will want to take, but remind them of

how important their helping is to the community, regardless of whether or not they choose to expand their literacy volunteer work. Move toward closing the session by offering participants' a chance to make final comments and/or commitments to future meetings:

- Solicit reactions to the film/speaker. Ask who would be interested in taking tutor training, if it were offered with a suitable setting and time. Make sure to be clear about what the people would be committing to if they attended. (Is the first meeting just informational, or would they be expected to take a whole series of sessions? Are costs involved? How much time?) Get them to sign up now.

- Be sure you have everyone's name, address, phone number, and times they could meet again.

- Be sure that you repeat (write it up on the board or butcher paper) how and when the participants can get further information or ask questions.

- Remind participants of their first helper support network meeting time and place.

- Thank everyone for their time. Be sure to quit when you said you would.

Don't expect everyone to go on to take tutor training. There will be participants who do not have the confidence, time, or commitment to go on. They should be made to feel good about what they <u>are</u> doing, not that they should be doing more. Do some post-workshop follow-up with those who might still consider tutor training. When you have the helper support meetings, continue to solicit for the tutor training, since some people will have changed their minds about it and be willing to go on, perhaps after discussing it with their illiterate friends and discovering that they <u>do</u> want to learn.

RESOURCES

There is an increasing array of materials available for the development of adult literacy programs and for literacy tutoring with adults, many of which take a functional literacy perspective. Following is a selection of materials which may lend themselves to use with literacy helpers.

INFORMATION CENTER

Contact Literacy Center
P.O. Box 81826, Lincoln, NE 68501
Phone: (402) 464-0602, Toll-free 1-800-228-8813

The Contact Literacy Center is the clearinghouse for the Coalition for Literacy, a national organization of groups sponsoring literacy programs and working to further current national publicity and awareness efforts. It maintains a data base of literacy activities, including literacy tutoring organizations, in all areas of the country. Calls from potential tutors and students responding to the Advertising Council's publicity also go through the Contact Literacy Center. The Center will assist program developers, trainers and volunteers wishing to tutor, both by putting them in touch with efforts in their local community and by providing a variety of materials published and/or collected by the Center. Calls to the 800-number are toll-free. The basic information packet provided free upon request from the Center contains a wide variety of valuable information on adult illiteracy and on literacy training efforts. The Coalition has a good brochure, "How to Tutor Without Being Part of a Formal Program," listing publishers and specific materials which may be particularly useful in working with literacy helpers.

BIBLIOGRAPHIES

Adult Literacy: An Annotated Bibliography
Compiled by Francis E. Kazemek and Pat Rigg
International Reading Association, Box 8139, Newark DE 19714
1984. 36pp. $3.00

An annotated listing of materials for literacy workers, tutor trainers, and program developers and directors. Restricted to materials the compilers deem easily accessible; excludes commercially published materials. Also reprints the IRA's Checklist for Evaluating Adult Basic Education Materials. Designed to offer the user a range of background materials on the issues of adult literacy, rather than "how to's."

Books for Adult New Readers: A Bibliography Developed by Project: LEARN
Compiled and Annotated by Roberta Luther O'Brien
Project: LEARN, 2238 Euclid Avenue, Cleveland, OH 44115
2nd Edition, 1984. 246pp. $6.00

A listing of the collection of adult interest/low reading level books developed by Project: LEARN (sponsored by the local Interchurch Council and Laubach affiliate) for the Cleveland area public libraries. Gives grade level; sixty percent of listings are at level 5 or below. Adolescent materials are not included. Collection ranges from fiction to nonfiction and survival skills; each entry is annotated. Section on materials for literacy tutors.

The New VITAL Bibliography, Revised and Enlarged: A Basic Collection of Books and Learning Materials for an Adult Literacy Program
Compiled by Audrey A. Armstrong and Sally P. Hunt; annotated by Nan Hawkins Witcher and Susanne Nolan
VITAL (Volunteers in Tutoring Adult Learners), Monroe County Public Library, Bloomington, IN 47401
1983. 176pp. $13.00

An annotated guide to the 2,000-title collection that the Bloomington Library and the local LVA affiliate have developed. Oriented to the literacy tutor. Lists grade level of most materials; includes ESL materials, variety of books, and guides for the tutor as well as the learner. Special section on GED preparation.

TUTOR AND TUTOR TRAINER MATERIALS

Functional Literacy for Adults: A Handbook for Administrators;
Functional Literacy for Adults: A Worktext for Tutors;
Functional Literacy for Adults: A Trainer's Guide
Project F.I.S.T. (Functional In-Service Training), Division of Community Education, Middlesex County College, 170 French Street, New Brunswick, NJ 08901
1981. 60pp. $8.00
1981. 69pp. $5.00
1982. 29pp. $8.00

These materials are designed specifically for the low-level adult basic education student -- fourth grade level and below. F.I.S.T. is directed to learners 16 years and older. The administrators' handbook is organized into a question/answer structure, introducing program planners (presumably in ABE and at community colleges and libraries) to the illiteracy problem and stepping through strategies for program development. The trainers' guide provides suggestions, though not outlines, for a series of tutor training workshops. The tutor workbook covers all the basics in six training sessions: phonics, language experience, comprehension, diagnosis and recordkeeping. Sample contents from the three books are available at no cost to those considering adoption.

Handbook for the Volunteer Tutor
Edited by Sidney J. Rauch and Joseph Sanacore
International Reading Association, P.O. Box 8139, Newark, DE 19714
2nd Edition, 1985. 137pp. $11.00

A collection of essays directed toward the volunteer tutor, primarily oriented to work with children, but includes some sections for work with adults. Essays include successful strategies for training volunteer reading tutors, establishing a tutor-student relationship, assessment and diagnosis, various reading skills teaching, and program development. List of reading materials by reading grade and interest level.

Literacy Instructor Training: A Handbook for Literacy Instructors; LIT-TV
Anabel P. Newman and Michael S. Parer
Indiana University School of Education, Bloomington, IN 47401
2nd Edition, 1978. $4.00

A tutor training workbook designed to be used in conjunction with the Indiana Education School's five short films known collectively as LIT-TV. Films are available for rent or purchase from the same address. The films offer valuable illustrations of the tutoring process (especially Film V: Talking It Over) using the Language Experience Approach. The Handbook is also a valuable learning tool used on its own, for either group or individual study. Specifically outlines a set of five workshop sessions and appends a section for the trainer.

Literacy Trainer Handbook
New Readers Press (Laubach Literacy Action), Box 131, Syracuse, NY 13210
Revised and updated edition, 1985. 506pp. $11.00

A structured workbook that describes in detail each of the three levels of Laubach's tutor trainer program: apprentice trainers, tutor trainers, and supervising tutor trainers. Both guidelines for the trainer and materials for the tutors-in-training are provided, the latter in duplicatible format. Samples of visual aids, forms for scheduling and recordkeeping, and instructional materials are included.

Making the Connection: A Report for Literacy Volunteers Working with Out-of-School Youth
Nancy Faires Conklin
Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, OR 97204
1985.

Describes the literacy status and practices of school dropouts and educational intervention strategies for 14- to 21-year-olds, outlining methods for working with this hard-to-reach population through volunteer tutoring in youth-serving social agency settings. Includes annotated list of resources and materials suited for literacy tutoring with adolescents.

Turning Illiteracy Around: An Agenda for National Action, Working Paper No. 2
David Harman
The Business Council for Effective Literacy, 1221 Avenue of the Americas -- 35th Floor, New York, NY 10020
1985. 46pp. $5.00

Reviews the development of the current understandings of functional illiteracy and the variety of ways in which illiteracy has been assessed; the range of activities now undertaken by literacy volunteer and community based organizations; and the resources required to conduct current and proposed literacy outreach work. A good introduction to the field of adult literacy for program developers, administrators, and trainers.

Tutor: Techniques Used in the Teaching of Reading
Ruth J. Colvin and Jane Root
Literacy Volunteers of America, Inc., 404 Oak Street, Syracuse, NY 13203
Revised edition, 1984. $8.00

Handbook used by LVA for its tutor training. Also used by the VITAL program described elsewhere in this bibliography. A structured instructional program covering specific procedures for tutoring via phonics, comprehension skills, and language experience. Includes lesson plans, tutoring tips, ideas for materials utilization and creation. Appendix offers lesson plan forms, frequent word list, and other useful material.

VITAL Guidelines: Tutor Training for an Adult Literacy Program
Audrey A. Armstrong and Sally P. Hunt
VITAL (Volunteers in Tutoring Adult Learners), Monroe County Public Library, Bloomington, IN 47401
1982. 77pp. $10.00

The volume combines an outline of the VITAL literacy tutor training workbook and a bibliography of materials for adult learners, including ESL students. VITAL is the Bloomington LVA affiliate, working in and through the public library. The training workshop also incorporates use of the LVA Tutor handbook and the Indiana University LIT-TV films. Specific instruction in the Language Experience Approach. Includes a valuable section on learning disability which may assist a tutor in recognizing these problems, believed to underlie reading learning failure in a substantial portion of the adult illiterate population.

DEVELOPER AND ADMINISTRATOR MATERIALS

Management Handbook for Volunteer Programs
Edited by Virginia K. Lawson and Johnathan McKallip
Literacy Volunteers of America, Inc. (LVA), 404 Oak Street, Syracuse, NY 13203
1984. 88pp. $6.50

A useful guide for groups considering establishing an ongoing literacy outreach program. The nuts-and-bolts of program planning and administration are covered, from the roles and responsibilities of a board of directors to accounting, recruiting, evaluation, and tutor support networks. Includes a brief bibliography of materials on volunteering and volunteer organizations. Samples of actual LVA fundraising letters, forms for student recordkeeping, and tutor application are appendixed.

Organization Handbook
New Readers Press (Laubach Literacy Action), Box 131, Syracuse, NY 13210
1983. 100pp. $5.00

A step-by-step outline for groups starting a local literacy action organization; of interest to program planners and organizations considering launching a literacy outreach program. Development and maintenance of the literacy volunteer network are described, with Laubach's own forms for recordkeeping and program management offered as samples.

Turning Illiteracy Around: An Agenda for National Action, Working Paper No. 1
Donald McCune and Judith Alamprese
The Business Council for Effective Literacy, 1221 Avenue of the Americas -- 35th Floor, New York, NY 10020
1985. 33pp. $5.00

An up-to-date survey of the organization and needs of adult literacy services based on interviews with 50 local literacy program coordinators and representatives of the major national literacy organizations. Provides overview of the variety of organizations and activities in the adult literacy field. Of interest to program planners.

PUBLISHERS' CATALOGS

The leading national literacy organizations publish a variety of materials for tutors, trainers and planners.

LVA Materials & Services Catalog

Literacy Volunteers of America, Inc., 404 Oak Street, Syracuse, NY 13203
Phone (315)474-7039

LVA is one of the major national literacy volunteer organizations; this catalog lists its publications for the teaching of basic reading and ESL. LVA publications include tutor trainer and program planner and administrator materials, handbooks for volunteer tutors, and a variety of instructional books for adult learners. Some materials are available on videotape.

New Readers Press

Division of Laubach Literacy International, PO Box 131, Syracuse, NY 13210
Phone (315)422-9121, toll-free 1-800-448-8878

Laubach Literacy Action (LLA), the U.S. affiliate of Laubach Literacy Interational, is one of the major national literacy volunteer organizations. It supports a publishing company whose titles include basic reading methods books, teachers' manuals, and a variety of fiction, non-fiction, and life skills titles. ESL student and tutor materials are included.

Many commercial textbook publishing companies include adult education books among their titles. Some of those stronger in adult functional literacy materials are:

Alemany Press Catalog

The Alemany Press, 2501 Industrial Parkway West, Hayward, CA 94545

An ESL materials publisher with some titles explicity designed for vocational training integrated with English language learning.

C.C. Publications Catalog

C.C. Publications, Inc., PO Box 23699, Tigard, OR 97223

The "Reading for Independence" series is complemented with the "Writing for Independence" series, offering vocabulary and comprehension skills building that uses functional materials from the real world. Begins at the 2.5 reading grade level.

Charles E. Merrill Catalog
Charles E. Merrill Publishing Company, 1300 Alum Creek Dr., PO Box 508, Columbus, OH 43216

"Reading for the Real World" series is attractive and interesting for an adult audience, with functional exercises among its comprehension tests. Reading grade level 7 and beyond.

The Janus Curriculum
Janus Books, 2501 Industrial Parkway West, Dept. J C 8 5, Hayward, CA 94545

Particularly strong in low reading level survival skills materials, for example, childcare, nutrition, and job seeking and employment skills topics. Many titles are suitable for ESL students, as well as English-speaking new readers.

Scott, Foresman Catalog
Lifelong Learning Division, Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025

A variety of adult new reader and ESL materials, including a "Reading for Survival in Today's Society" series which teaches specific skills using a wide range of written samples encountered in everyday life.

The Steck-Vaughn Catalog
Adult Education, Steck-Vaughn Company, PO Box 2028, Austin, TX 78768

Offers Adult Basic Education and GED-preparation materials, as well as adult ESL materials. Titles include series on employment, consumer education, and survival skills.